



ASPIRA, Inc.

PUERTO RICANS ON
LONG ISLAND



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Richard Greenspan
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While all the members of the Board participated, a number of them, because of their particular positions, had to be called upon for special assistance, which they provided willingly. Those members included Raul Martinez, Lillian Martinez, Nicki Min, Joe Silva, Doris Gonzalez Stratman, Peter Galindez, Sister Maria Goretti, Joe Cardona, Gus Rodriguez, and Gilbert Ramos.

Exhibited by the members of the ASPIRA Board during this study was a deep empathy for Puerto Ricans, and a powerful feeling that Puerto Rican youth should obtain maximum help in achieving self-fulfillment and pride in their Puerto Rican origins - two things deeply interrelated.

It is hoped that this study will be of assistance in achieving that end.

Richard Greenspan

November, 1971

INTRODUCTION

This study reflects Aspira's continuing determination to meet the needs of the Puerto Rican community in the metropolitan area and to respond to its concerns, especially in terms of our young people.

We undertook this effort fully expecting that the experiences of the community in Brentwood and other localities on Long Island would prove to be just as frustrating and embittering as those of the Puerto Rican in New York were ten years earlier. And, indeed, as the tragic statistics reveal, they are all that and, perhaps, more.

Once again, the pattern of systematically keeping educational opportunity out of reach for Puerto Rican students emerges. Once again, equal employment opportunity is not to be found. And, sadly, for the Puerto Rican who migrated in search of fair treatment and the chance to make progress for himself and his children, there is discrimination, prejudice and disappointment.

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THE CONTEXT: LONG ISLAND

Long Island, a suburban area of New York City, has been rapidly expanding as the city itself has been declining. The entire area of Long Island with a population of 2,500,000 - over 100 miles long, is divided into two counties: Nassau, which is closer to the city and Suffolk at the far end. This sizeable population of Long Island makes it the eighth largest metropolitan area in the country. The seven other areas are New York, Los Angeles-Long Beach, Chicago, Philadelphia, Detroit, San Francisco-Oakland and Washington, D.C.

Long Island ranks fifth in the nation in consumer spendable income per household with an average of \$12,887 per household; in comparison, New York City is thirtieth with \$11,139.

It is because of its higher incomes that Long Island ranks as the fourth major retail market in the nation, greater than Philadelphia, Detroit, Washington and all others except New York, Chicago and Los Angeles.

Of its two counties, Suffolk, further out on the island, has been growing at a much faster rate. In 1970, its population was 1,117,000, a 67% increase as compared to 667,000 in 1960. Nassau has 1,422,000 in 1970 compared to 1,300,000 in 1960, a 9% increase. All together the total island population exceeds 2,500,000.

Suffolk, which has greater unused land area (41%) is expected to grow to 2,000,000 by 1985; Nassau with only 7% unused land, is expected to grow to 1,500,000.

Labor, Wages and Employment

Along with its increase in population, Long Island has seen sizeable increases in the establishment of factories, department store, non-manufacturing, trade and government industries. Between 1958 and early 1971, manufacturing increased 28%, non-manufacturing 109%. Trade increased 120%, government employment 171%.

One of the key industries, especially since World War II, has been the aircraft industry. This industry is influenced by fluctuations in U.S. government orders resulting in sharp employment changes. This is also reflected in the spending which takes place in department stores and other commercial enterprises.

By early 1971, the structure of Long Island's labor force was as follows:

	<u>NUMBER</u>	<u>PERCENT OF LABOR FORCE</u>
Manufacturing	144,500	15.8%
Non-Manufacturing	570,000	62.6%
Other	137,700	15.1%
Agriculture	2,100	0.0 (less than 1%)
Unemployed	<u>56,900</u>	6.2%
Total	912,200	

Largest of the non-manufacturing areas are: trade, with 192,000 persons and government with 148,000 persons employed. Suffolk, as compared to Nassau, incidentally, has larger numbers of wage workers - as clerks, laborers and others. Contrariwise, Nassau has more professionals, managers and businessmen - 31% compared to 24% for Suffolk. The different nature of the labor force in the two counties results in a higher income for Nassau: a \$12,150 median income, compared to \$9,875

in Suffolk. (L.I. Commercial Review, April 7, 1971).

The current recession has hit Long Island hard, and this is especially reflected in the decline of government contracts. In February 1971, unemployment reached 6.9% compared to 5.8% for the country as a whole. For Nassua the figure was 6.2% compared to 4.1% the year before; for Suffolk it was 7.9% compared to 5.9% the year previous. In Feb. 1971, the figure for N.Y. State was 5.8%; N.Y. City: 4.9%. Unemployment beneficiaries more than doubled, rising from 14,500 to 32,800 over the last year. Unemployment for youth in general, and Black and Puerto Rican youth in particular, is considered to be much higher than these percentages. This situation is substantiated by a report entitled "Development of the Community of Brentwood, 1971", published by the Brentwood Neighborhood Opportunity Center.

The number of unemployed more than doubled between February 1970 and 1971, going from 39,800 to 63,100. The sharpest reduction was in manufacturing, with defense industries accounting for a major part of the decline. Unemployment would have been even greater if not for increased government employment (an 8,000 increase over the year) and establishment of more factories, partly due to movement from New York City.

The number of manufacturing plants increased over 50% from 2500 in 1960 to 3800 by the end of 1969. Factory expansion in 1970 resulting in 6000 new employees took place mainly in the following industries: electronics, machinery, textile, printing and chemicals.

The number of manufacturing employees jumped from 112,000 in 1958 to 161,000 in 1968. But a slump in manufacturing orders decreased the number to 144,500 by January 1971.

Real wages failed to keep pace with the cost of livings, due to loss of overtime, shorter regular hours and rising prices. A characteristic of employment in Suffolk, especially around Brentwood, is that many workers are relatively low-paid. This is particularly true of Puerto Ricans. Many persons spoken to in Brentwood said there had been a proliferation of small low-paid sweat shops in Suffolk. It is mainly in these types of plants that Puerto Ricans are able to find employment. Young Puerto Rican workers oftentimes migrate to New York City in an attempt to find better employment.

Government on Long Island

Washington: Long Island has five congressmen - three from Nassau, two from Suffolk:

Suffolk has one Democrat, one Republican.

Nassau has one Democrat, two Republicans.

Albany: Seven state senators, two from Suffolk, five from Nassau. All Republicans.

Assemblymen: Nassau, 12-7 Republicans, 5 Democrats

Suffolk, 6 - All Republicans.

County Governments:

Nassau County: Ralph R. Caso, (R) is County Executive.

The Governing Body is the Board of Supervisors, which is comprised of 4 Republicans, 2 Democrats.

Suffolk County: Acting County Executive.

The Governing Body is the Suffolk County Legislature, which is composed of 4 Republicans and 14 Republican Conservatives.

Town Government: Nassau has 2 city governments, Glen Grove and Long Beach, headed by Democrats; and 3 town governments, Hempstead, North Hempstead and Oyster Bay: headed by Republicans.

Suffolk has 10 town Governments. Within these town governments there are also village governments.

School Boards: There are also 131 school boards, 57 in Nassua and 74 in Suffolk. The school boards, not the town governments, are responsible for raising education funds through taxation, and school district boundaries do not coincide with government lines.

One business executive informed the ASPIRA feasibility researchers that one of the problems of getting things done on Long Island is the large number of confused government bodies. Newsday, (July 14, 1970), in commenting on a Long Island master plan, stated: "Until now, Long Island has not developed according to a rational pattern because no guiding structure existed in which two counties, 13 towns, 93 villages, and 2 cities, could pursue long-term goals in the regional interest."

THE PUERTO RICAN COMMUNITY ON LONG ISLAND

A. GENERAL SOCIAL CONDITIONS

Population

Long Island has long been and continues to be basically a white area, 94%. Blacks and Puerto Ricans are a small minority, brought in as service workers and for employment in low-paid industries and institutions, especially state hospitals.

Blacks:

Blacks have increased in population. In 1970 they number 118,000 - less than 5% of the total for Long Island. While Blacks have increased 62% since 1960 - from 73,000 to 118,000, in 1970 - they still represented less than 5% of the island's population in 1970. They generally live in poor housing, bunched together in veritable ghettos, although there is a Black middle class.

School districts in which Blacks make up 10% of the student body:

Nassau (9 of 57 school districts) -

Glen Cove (12%); Hempstead (74%); Uniondale (13%); Roosevelt (82); Freeport (32%); Malverne (50%); Long Beach (12%); Westbury (45%); Manhasset (11%);

Suffolk (23 of 74 school districts) -

North Babylon (11%); Copaigue (23%); Amityville (42%); Wyandach (93%); Bellport (25%); Middle Island (23%); South Haven (13%); Center Moriches (18%); East Moriches (10%); East Hampton (11%); Wainscott (22%); Bay Shore (10%); Central Islip (12%); Riverhead (30%); Quogue (32%); Southhampton (23%); Bridgehampton (56%); Remsenburg (13%); Westhampton Beach (13%); Sagaponach (11%); Tuckahoe (26%); Peconic (17%); Greenport (21%).

It is this concentration which makes the Blacks a sizeable percentage, 10% and over of the school population in 32 of the 127 school districts on the island. The five in which they are majorities are Hempstead, Roosevelt, Malverne, Wyandanch and Bridgehampton.

Puerto Ricans:

For 1970 we have estimated there are approximately 27,000 Puerto Ricans on Long Island, 1% of the total population. This is an increase of over 100% compared to 1960, when there were 11,500.

The greatest influx of Puerto Ricans into Long Island came after 1950. Also, more recently in the past few years there have been sizeable movements to Long Island. Many of the Puerto Ricans moved to Long Island to work at low-paying jobs in Suffolk's two large New York State mental institutions, Pilgrim State and Central Islip. Their language difference restricted them to the relatively low-paying jobs in these institutions. This is the explanation given by some person interviewed, and explains why there are almost two Puerto Ricans in Suffolk to every one in Nassau.

In 1960, there were 7,340 Puerto Ricans in Suffolk, compared to 4,199 in Nassau for a total of 11,539.

Puerto Ricans on Long Island, 1960

	Nassau	Suffolk	Total
Born in Puerto Rico	2,225	4,289	6,514
Puerto Rican Parentage	<u>1,974</u>	<u>3,051</u>	<u>5,025</u>
	4,199	7,340	11,539

Source: 1960 Census Data

Economic Status

While one-fourth of the Puerto Rican families can be considered among the middle class, the other three-fourths of Puerto Rican families are generally small deserts of poverty, surrounded by large cases of comparative wealth.

A good view of the Puerto Rican population's social condition was provided by the detailed study made of 192 SSA (Spanish-Surnamed Americans) families in the Regis Park housing area of Brentwood, where 66% of the families were found to own their own homes. Despite this large percentage of home ownership by SSA families, income details disclose one-third (32.9%) living in extreme poverty - those with family incomes below \$5000; another 40.6% living in semi-poverty - those with family incomes between \$5,000 and \$7,999.

We have classified as lower middle class, 13.5% of the families having incomes of \$8000 to \$9,999, and middle class as those with over \$10,000 yearly income (13% of the total families).

A comparison of the Regis Park SSA incomes with those in Suffolk County as a whole show that, in proportion, twice as many SSA families live in extreme poverty or semi-poverty as compared to Suffolk. 73.5% against 39.2%.

In contrast, there are three times as many middle income (and above) families in Suffolk as a whole (41.4%), compared to the SSA families (13.0%).

A further comparison disclosed that while incomes in New York State are lower than in Suffolk, the state incomes are still much superior to the incomes of the SSA families in Brentwood. This is seen in the following table:

Comparative Incomes in Suffolk

<u>Income</u>	<u>Spanish surname families in Regis Park*</u>	<u>Suffolk**</u>	<u>N.Y. State**</u>
0-2,999	6.3%	9.6%	14.2%
3000-4999	26.6	8.0	11.0
5000-7999	40.6	21.6	23.0
8000-9999	13.5	19.4	15.7
10,000+	13.0	41.4	35.9

* Source. Housing Code Enforcement Division Department of Community Affairs, Questionnaire Summer 1970.

** Suffolk County Department of Commerce.

Because of the larger family size of SSA families, (5.2) the income problem is even much worse than indicated by the figures above. And the problem is even more severe for those SSA families who do not own their own homes and have to pay rents as high as \$200 and even \$300 a month a fact reported to us by housing officials in the Town of Islip, of which Brentwood is a part.

One of the problems discovered by interviewers in the Regis Park study was the language difference. Almost half of the 192 persons interviewed - 91, to be exact - were not fluent in English; of whom 75 spoke NO ENGLISH AT ALL.

Police Harassment

Added to the general social problems faced by Puerto Ricans is a negative attitude exhibited by the police towards Puerto Ricans. Numerous instances of police harassment occur. The general attitude of police towards Puerto Ricans is poor. They are stopped by policemen in the street, verbally abused, and sometimes arrested with no cause.

Reflective of this general police attitude was an incident which occurred where Philip Berrero, a volunteer worker in police community relations, and a staff member of the Suffolk Human Rights Commission, was involved in a role playing session on Puerto Rican - police relations. Mr. Berrero played the Puerto Rican, who had been told by the policeman to put his hands up against the wall. He did, but then the policeman - AT THE ROLE PLAYING SESSION - struck him with his black-jack.

Some police officials have made attempts to counter the problem, through the conduction of role playing sessions and Spanish classes for policeman. However, it is clear that this is a serious problem which requires much more to be done before a real solution will be achieved.

B. EDUCATIONAL DEMOGRAPHY

In 1960, there were approximately 3600 Puerto Rican public school pupils, we have estimated. By 1970, we estimate there are 7400 public school Puerto Rican pupils - 81% of 9,133 Long Island public school SSA (Spanish-surname) pupils. This is based on a Brentwood survey which showed 81% of all Latin pupils to be Puerto Rican.

The following breakdown is of the 9,133 SSA pupils tallied from State Education computer sheets for the 1969-1970 school year:

Total Spanish Surname Pupils On Long Island

	<u>Nassau</u>	<u>Suffolk</u>	<u>Total</u>
High Schools	363	1198	1561
Combined Junior & High Schools	223	103	326
Junior High Schools	<u>577</u>	<u>1178</u>	<u>1755</u>
<u>SUBTOTAL</u>	1163	2479	3642
Elementary	1718	3773	5491
<u>TOTAL</u>	<u>2881</u>	<u>6252</u>	<u>9133</u>

After having distributed the 326 pupils in combined schools between the high schools and junior high schools, we arrived at the following rounded figures:

- 1700 High School Students
- 1900 Junior High School Students
- 500 Elementary
- 9,100 Total SSA pupils on Long Island.

By county, Suffolk outnumbered Nassau in SSA pupils by more than 2 to 1:
Suffolk - 6200, Nassau - 2900.

There are three major areas of concentration of Puerto Rican students on Long Island.

The major area is Brentwood with 2,446 SSA's 27% of the Island's total, plus 8 other school districts. They include: N. Babylon (102), Central Islip (517), Deer Park (121), Bayshore (126), West Islip (56), Islip (40), Lindenhurst (259), W. Babylon (51). TOGETHER THEY INCLUDE 3,885 SSA's, 43% OF THE ISLAND'S TOTAL, WITH 750 HIGH SCHOOL AND 630 JUNIOR HIGH SCHOOL STUDENTS.

A second major area, also in Suffolk, has 1072 SSA's - 12% of the total on Long Island, 189 in High School, 234 in Junior High School.

This area is made up of 4 districts: Patchogue (371); Bellport (180); Sachem (217); and Middle Country (304).

The Third major area is comprised of the 10 districts surrounding Hempstead, with 1,227 SSA's - 13% of the total; it also has 134 High School students and 192 Junior High students. The total SSA's in each district are: Hempstead (159); Mineola (131); Carle Place (100); Uniondale (60); Roosevelt (76); Freeport (136); East Meadow (156); Hicksville (134); Levittown (174); Island Trees (101).

Together, these three areas include 6200 SSA students, two-thirds of the total on the Island, and 1100 High School and 1100 Junior High School SSA students. Outside of these three areas, there are only 4 school districts with over 100 SSA's:

Huntington (256); Glen Cove (327); Long Beach (186); Island Park (117). The other districts have lesser numbers.

Non-Public Schools

The figure of 778 SSA pupils in Long Island non-Public Schools represent less than 1% of the total non-public school student population of 95,000. The majority of these students are in Catholic Parochial schools.

Growth Potential of Puerto Ricans on Long Island:

The general impression obtained from a number of people on Long Island, particularly around Brentwood, is that the number of Puerto Ricans and other SSA's will increase appreciably, and at a faster rate than previously.

In one school year (1969-1970 compared to the previous year) the number of SSA's in Brentwood increased 20%, from 2041 to 2446. If this rate is maintained, there will be a tripling.

One of the factors in this increase will be pressure exerted throughout the island for development of apartment house buildings and multi-family dwellings, instead of the present restrictive practice of zoning which in effect excludes minorities from white areas.

BRENTWOOD: A PUERTO RICAN CASE STUDY

A. GENERAL SOCIAL CONDITIONS

Up to now this study has been concerned with the general conditions of the Puerto Rican community throughout Long Island. However, as has been shown, a large percentage of Puerto Ricans are concentrated in the Brentwood area. Brentwood, one of the 131 school districts on Long Island, has 27% of all SSA pupils on Long Island. The following section will focus on this particular area for a more detailed look.

Brentwood, it is estimated, has over 1000 Puerto Rican families, who make up 7% to 8% of the total population. Blacks make up about 3%. This ratio is derived from school figures for 1969-1970, showing the 2,446 SSA (Spanish-surname Americans) student making up 11.5% of the total population, and Blacks comprising 4.8%.

Over the last ten years the Puerto Rican population in Brentwood has been increasing, as seen in school registration levels. Between September 1968 and September 1969 the total SSA's increased 20% from 2041 to 2446.

One of the major reasons that Puerto Ricans settle in Brentwood is because many have friends and relatives who live there. Given the large number there now, we can expect sizeable increases in the future.

Another indication of the importance of Brentwood is seen in the fact that its SSA student population comprises 27% of the total SSA population on Long Island.

Regis Park: Some Aspects of the Puerto Rican Family

Income and other economic data were obtained from Puerto Rican and other SSA families in the Regis Park section of Brentwood. Regis Park is an area which has all the elements of what we would normally

consider a slum or ghetto, but it is located within a suburban setting. Many SSA families in Brentwood, but outside of Regis Park, are known to live in conditions similar to those in Regis Park. Since the 192 families interviewed are over 15% of Brentwood's estimated SSA population, the survey is representative of most Puerto Rican and SSA families in Brentwood as a whole. An important source of information regarding Regis Park is found in a survey made by the Town of Islip's Housing Code Enforcement Division, which made a detailed study of 192 SSA families in 1970. The Division made the questionnaires available for this feasibility study. The data disclosed the following:

Family Size: Average size of 5.2 persons per family.

<u>No. of persons in family</u>	<u>No. of families</u>	<u>% of total families (192)</u>
10 to 12	15	8.0
7 to 9	30	16.0
6	25	13.0
5	43	22.0
4	31	16.0
3	27	14.0
<u>2</u>	<u>21</u>	<u>11.0</u>
Total	192	100.0

Heads of Family:

Families with Father & Mother - 159 (83% of total)

Families with Father or Mother - 33 (17% of total)

Length of Residence:

	<u>No. of families</u>	<u>% of total</u>
One year or less	36	19.0
2 to 3 years	37	19.0
4 to 5 years	29	15.0
6 to 9 years	38	20.0
10 plus	<u>52</u>	<u>27.0</u>
Total	192	100.0

Home Ownership:

Owned homes	127	66%
Do not own homes	65	34%

Standard of Living:

	<u>Families</u>		<u>Persons</u>	
	<u>NO.</u>	<u>%</u>	<u>NO.</u>	<u>%</u>
Families completely on welfare	40	20.8		
Partially on welfare	<u>14</u>	<u>7.3</u>		
Total on welfare	54	28.1	331	32.9
Not on welfare but below the federal lower level yearly budget of \$7,817	<u>86</u>	<u>45.8</u>	<u>483</u>	<u>48.0</u>
Total	140	72.9	814	80.9
Above federal minimum budget	52	27.1	193	19.1

Language Ability:

	<u>No.</u>	<u>%</u>
No English	75	39.1
Limited English speaking and comprehension	6	3.1
Some English Some Spanish	10	5.2
Bilingual	101	52.6

The Regis Park data disclosed the following on the Puerto Rican and other SSA families:

Family Size: While average family size was 5.2 persons, one quarter from 2 to 3. The other 50% ranged in size from 4 to 6 persons. It should be noted that Suffolk's average family size is 3.8. Heads of Households - 5 of every 6 families had both a mother and a father.

Length of Residence: Four of every five families lived there two years or more (81%). Almost one of every two (47%) lived in Brentwood more than six years and more than one of every four (27%), ten years or more.

Home Ownership: Two of every three families owned their own homes. Many were old and in poor shape, but nevertheless, were owned by the family. The two variables relating to length of residence and home ownership demonstrate that the SSA population in Regis Park is very stable, despite the fact that it is subsisting on low levels of income. Total income figures of the Regis Park study showed that 28% of the families (54) were on welfare and that the total number of persons on welfare was 331, or 33% of the total. In addition, 45% of the families (86) lived below a minimum federal budget which provides little but essentials. The total number of persons in these families was 483 - 48% of the total. 14% of the

families in the Regis Park area were found living below U.S. poverty income levels.

Thus, 73% of the families, in the Regis Park area are living at a subsistence or near-subsistence level.

A separate tabulation of data for pupils in all of Brentwood shows 20% of all SSA pupils on welfare. (ADC pupils figures were 16%. Since ADC in Suffolk County comprises approximately 80% of total welfare, a projection of ADC figures showed a total of 20% on welfare).

Since Brentwood's Puerto Rican population is considered more "middle class" (as stated by Sister Maria Goretti, who works with Puerto Ricans throughout Long Island), we would estimate that approximately 25% of all Puerto Ricans on Long Island are on welfare, and that about 75% of all Puerto Ricans on Long Island live below the Federal "lower level budget" - a much greater degree of poverty than had been previously recognized.

The figures for the lower level family budget are for the Spring of 1970 and come from a publication of the U.S. Department of Labor, Bureau of Labor Statistics, Regional Labor Statistics Bulletin, December 1970. The Regis Park data was obtained in the summer of 1970, so the data is comparable.

The lower level family budget, as compared to intermediate budgets of \$12,13⁴ and higher level budgets of \$18,545, provides that the family lives in rental housing averaging \$115 a month and utilizes free recreational facilities. Since most of the home owners and tenants in the Regis Park survey were considered by housing officials in the area to have greater housing expenses, this would make the SSA incomes in Regis Park even worse than they appeared. In essence, this "lower level budget" for 1970 is an inadequate budget. We can see how inadequate it is by

comparing it to the \$10,164 budget for "adequate consumption at moderate cost" for a family of four set by the Community Council of Greater New York. (Family Budget Standard, August 1970). Although the Community Council's budget is for New York City, cost of living levels between Long Island and New York City are not considered much different. The federal budget covers the "New York areas", which includes both New York City and Long Island.

It should be noted that in computing whether the Regis Park families were above or below the "lower level budget" adjustment was made for family size by use of the federal scale for such adjustment: (U.S. Department of Labor, Bureau of Labor Statistics, Revised Equivalency Scale, Bulletin N. 1570-2).

B. EDUCATION CONDITIONS

School Performance by SSA Pupils in Brentwood

The ADC and Welfare estimates are extremely significant in understanding the special pressures on the Puerto Rican and other Spanish-origin student in Brentwood.

	<u>Pupils on ADC</u>	
	<u>Total SSA Pupils</u>	<u>SSA Pupils on ADC</u>
Elementary	1571	311(20%)
Junior High	430	68(16%)
High School	<u>445</u>	<u>38(8.5%)</u>
Total	2446	417(17%)

That such a large percentage of SSA pupils can be on Welfare, indicates the negative social pressures under which they have to function. The lower percentage of high school students on Welfare probably reflects older families who have lived longer in Brentwood and who are more established. It could also reflect the fact that more Spanish-surnamed poor pupils have dropped out of both junior high school and high schools.

Computations were made based on the October, 1969 New York State reading Competency test. The following results relate to a 9th grade class:

Below Minimum Competency in Reading: Which indicates they had scores of 68% or less;

50% of all Spanish-surname pupils, 20 of 40 tested.

10 (25% of the total) were seriously below the minimum level, scoring 50% or less;

29.3% of White pupils; 93 of 317 tested.

9.8% of these pupils were seriously below;

80% of Blacks, 10 of 20 tested.

20% - 4 were seriously below.

Very High Competency in Reading: Those showing top competency in reading, scoring 88% and above, were as follows:

Spanish-surname 7.5% - 3 out of 4

Whites 31.9% - 101 out of 317

Blacks 0.0%

The poor level of reading skills by SSA's and Blacks in the 9th grade is a reflection of reading problems unattended to in the lower grades. This was seen in an ethnic reading comparison in one elementary school, (of grades 4,5 and 6 combined) in the California reading

tests given in the early part of the school year, 1970-1971. (refer to table on following page).

For Spanish-surname pupils, we see:

Three-quarters read below grade level (74.3%) - 55 of 74 tested; compared to 93.5% for Blacks, and 57.5% for Whites. Almost two-thirds of Spanish-surname pupils are critically below grade level - 1 year or more, (63.5%); with the same level obtaining for Black pupils, (64.5%); more than double the percentage for Whites (27.0%).

Extremely critical is the fact that almost one-third (29.7%) of the Spanish-surname pupils are 2 years or more below grade level. This is more than three times the percentage for Whites.

The fact that three-fourths of all SSA pupils scored below grade level in reading, reflects in part the language problem of these pupils. It is serious problem in Brentwood.

In the school year 1968-1969; NE's (Non-English speaking pupils) amounted to 30% of all Spanish-surname elementary school pupils (384 of 1306); 10% of junior high school students (49 of 488); and 4% (11 of 277) of students in the one high school.

CALIFORNIA READING TEST SCORES BY ETHNICITY IN ONE
BRENTWOOD ELEMENTARY SCHOOL

Grades 4,5,6 - combined

Cumulative Table (Each column is added to from next column)

	<u>Total Tested</u>	<u>Behind 3 years plus</u>		<u>Behind 2 years to 2 yrs. 9 mos.</u>		<u>Behind 1 yr. to 1 yr. 9 mos.</u>		<u>Behind less than 1 yr.</u>		<u>Above Grade Level</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Spanish Surname	74	8	8.1	22	29.7	47	63.5	55	74.3	19	25.7
Black	31	5	16.1	9	29.0	20	64.5	29	93.5	2	6.5
White	174	8	4.6	16	9.2	47	27.0	100	57.5	74	42.5

The number of NE's in the high schools would probably be higher, if screening procedures were improved. High school teachers report sizeable number of NE's, among them the "deceptive" type: they speak English but should be considered NE's in terms of reading and writing.

To counter this problem, Brentwood three years ago initiated a Bilingual program. The Bilingual program essentially teaches English as a Second Language. Most of the NE's are in seven of the fourteen Brentwood elementary schools. The program operates under Miss Nicki Nin, who is a part-time director since she is also a teacher. It provides two periods of help to the NE - one in English as a Second Language, the other tutorial. Children are taken out of regular class during snack time or reading time to get this special help.

Headed by a Puerto Rican dedicated to her people, the bilingual program - as far as it goes - provides a partial service to pupils and small number of parents who need special help. The NE pupils in three of the junior and senior high school and pupils in eight other elementary schools receive no help. One JHS has a small bilingual program. Nevertheless, as Miss Nin stated emphatically, it is not enough.

Needed for Brentwood NE's and for that matter all the 2,446 SSA's, is a program providing all-day instruction in a bilingual setting. Such a program should also have integrated within it, a program which includes the study of Puerto Rican history and culture, thus providing a bi-cultural environment for the learning process.

SSA Personnel

It should also be noted that although Spanish-surname pupils in 1969-1970 made up 11.5% of Brentwood's pupils, Spanish-surname personnel number 18, 1.6% of the full time professional staff of 1100.

This lack of Spanish-surname staff means that the large number of SSA pupils have a small number of personnel to relate to. This is also an aggravating factor for the parents of these pupils, many of whom speak only Spanish.

The one high school, with 445 SSA's has no Spanish speaking Guidance Counselor. There are 430 SSA's in the four junior high schools. East Junior High has two Latin counselors with 163 SSA's. The three others have no Spanish speaking Guidance Counselors.

This has brought about a situation in which SSA pupils have no one to whom they can bring their special problems. And when one of these students have special problems which require parental consultation, the parents, who lack English language facility, often do not come to school. "Puerto Rican students try to get away with a lot more than other students" was a comment made a number of times. "They don't have to worry so much about their parents coming to school."

High School:

At the high school, an attempt to meet the special needs of the Spanish-speaking student has been the establishment of a class of World History taught in Spanish by a young Cuban teacher.

This history teacher, extremely "simpatico" to the needs of his students, felt that the class served some purpose but that outside pressures, tended to nullify progress made in the class. For one thing,

he said, after the NE students left his class, they went to English-speaking classes, where most often they did not understand what was being said.

A discussion with six high school teachers on the subject generated a similar attitude. The teachers felt that it was unfair to place non-English speaking students, where they really did not understand what was going on. They also said that in some cases, even where SSA students were supposed to be English-speaking, many who could speak English had not been taught to read and write it.

The question of the learning of Spanish also was discussed. This is an important issue because many SSA pupils cannot even speak Spanish well, and have difficulty in reading and writing it. A Spanish teacher at the meeting said that many Spanish-speaking students discovered the formal learning of Spanish was more difficult than they thought, and many dropped out of Spanish classes.

Some comments in relation to Puerto Rican self-identification were made at the meeting. One teacher said the problem was that there was no full program for Spanish-speaking students. They needed formal help. Students can't speak English, but are put in regular classes. This is a waste of teachers' time and it is bad for the student psychologically, in that it makes him feel inadequate.

A Black Guidance Counselor said he felt one of the main problems was that the students had to cope with a lack of parental awareness of the importance of school. In addition, the economic pressures of the parents, especially those who have bought homes, inevitably impose themselves upon the children. "The parents need money badly. Some students are unattended,

as both parents work. In addition, some large families make it difficult for the students to study because of cramped quarters".

As we pursued the issue of self-identification, it was brought out that many Puerto Ricans strive to be assimilated into the American Culture and to avoid being identified as Puerto Ricans. "Many students," said the Cuban teacher, "don't know what they are, nor do they know what they should be. Americans? Puerto Ricans? Both?" Another teacher said that actually the SSA students are not consciously aware of this problem and for this reason have no way of coming to any solution. "They don't even know what the question is," said the Cuban.

One teacher at the meeting, a second-generation Puerto Rican, was quite emphatic that there was no need for a Puerto Rican to identify himself or consider seriously the problem of being a Puerto Rican. He felt the students should try to be accepted "as a person". Three of the other five teachers, non-Puerto Rican, felt self-identification was very necessary. One felt a school program was needed where they could become more involved in school; that there should be Latin activities, cultural events, dances, etc; that families should be encouraged to come to such events. More classes in English as a Second Language should be started. "Give them the tools to learn," was the way he expressed it.

Not all SSA high school students had problems of self-identification. A good number band together and express nationalistic feelings. These usually line up with Blacks; and on two recent minor fracasas with Whites, they sided with the Blacks.

Junior High School:

The question of self-identification was discussed in detail with Mr. Joseph Silva, the one Puerto Rican Guidance Counselor in Brentwood.

(The other Spanish-speaking counselor, who is also at East Junior High School, is not Puerto Rican).

Mr. Silva felt that at least half of the 169 students in his junior high school had serious problems of self-identification as Puerto Ricans, and that often this problem was exhibited in the form of an inferiority complex. This was expressed by students in different ways, said Mr. Silva.

- Some say they are not Puerto Rican or Spanish, but Italian;
- Some resent being spoken to in Spanish;
- Some, especially those born here, look down on their parents, because they view them as foreign-born and as speaking a foreign language.

One of the most serious problems in terms of education in junior high schools of SSA's is the lack of participation on the part of the Puerto Rican parents in the education of their children. Many, are too embarrassed to come to school because of their language difficulty.

Mr. Silva believes these two aspects, especially tend to make the Puerto Rican pupils perform poorer academically. The ninth grade reading scores, showing SSA's in a junior high school far behind White pupils, bears this out. A reflection of this is seen in a higher number of SSA's feigning illness and being late and absent, he said. Needed, felt Mr. Silva, was extra help in:

- Study habits,
- Instruction in ESL (English as a second language),
- Adequate preparation for courses of study in High School.

Mr. Silva made a study of 93 junior high school SSA pupils - well over half in his school - which revealed the following aspects of their needs and desires:

45% (42) were undecided whether to attend college or obtain employment

84% (78) wanted more information on college

The varying percentages in response to the questions showed a great amount of indecision, but at the same time a great desire for information on college.

Puerto Rican and Other Latin-American Youth and the June 1970
Graduating Class

Broken down for this feasibility study was information on scholastic achievement and "Future Plans" of the June 1970 graduating class of the one high school in Brentwood, Ross High.

Of the total of 952 graduating students, 76 (8%) were identified by a name check as SSA's (Spanish-Surname Americans) and 876 (92%) as Others. (It was not possible to separate the Blacks from the Whites in this latter group).

The fact that only 8% of the graduating class were SSA's - compared to a total high school SSA ethnicity of 13.4% - reflects the higher drop out rate of the SSA's. The high school SSA drop out rate in the same school year was 16%, against 11% for Others.

A comparison of future plans as related to scholastic achievement was made along four major categories: 1) Planning to enter four year college, 2) Planning to enter two year college, 3) Planning to go to work, 4) Undecided.

Sixty-four SSA's and 612 Others were found in these four categories. The numbers in each category are shown in the following table:

<u>Plans</u>	<u>Spanish-Surnamed</u>		<u>Others</u>	
	No.	% of total (76)	No.	% of total (876)
To enter 4 yr. college	15	19.7	122	13.9
To enter 2 yr. college	24	31.6	182	20.8
To go to work	17	22.4	189	21.6
Undecided	8	10.5	119	13.6
Total	64		612	

The data showed, somewhat surprisingly, that a higher proportion of SSA's than others planned to enter 4-year college (20% to 14%), and 2-year colleges (32% to 21%).

While this is encouraging, and indicates increased aspirations of Puerto Ricans and other SSA students, the data is misleading since it is only applies to the relatively smaller percentage of SSA students, as compared to others, who managed to complete high school in the first place.

To put it another way, if all SSA youth, those inside and outside the school system, the graduating class plus the dropouts, were compared to Others, SSA youth appear in a less favorable light in terms of their college aspirations.

Particularly significant in this high school graduating data was the finding that the SSA youth, including those planning to enter college, were much worse prepared scholastically than Others.

Their scholastic averages were significantly lower, as seen by a comparison of the students in the four categories.

SCHOLASTIC AVERAGE COMPARISON IN FOUR CATEGORIES

1. Planning to enter 4 year college - 79% average and less:

SSA's	- 47%	7 of 15
Others	- 35%	42 of 122

2. Planning to enter 2 year college - 74% average and less:

SSA's	- 42%	10 of 24
Others	- 28%	51 of 182

3. Planning to go to work - 74% average and less:

SSA's	- 65%	11 of 17
Others	- 57%	107 of 189

4. Undecided - 74% average and less:

SSA's	- 75%	6 of 8
Others	- 56%	66 of 119

The data also disclosed that even among those SSA's who "made it" through high school, 22.4% planned to go to work which was almost the same proportion as Others, 21.6%. However, the SSA's were less prepared educationally, with 65% compared to 57% Others having very poor averages of 74% and below. Not one of the SSA's planning to go to work had above 89% average; 14% of the Others did.

C. COMMENTS ON CONDITIONS OF PUERTO RICANS IN BRENTWOOD

Interviews: Catholic Church Coordinator on Long Island
Director, Pronto
Director of Brentwood Recreation Center
Director of Poverty Programs, Brentwood
Leaders of Sports groups, Brentwood

Other interviews and information were collected on Puerto Ricans and SSA's in Brentwood and Long Island. Among those who offered of their time and knowledge are the following:

Sister Maria Goretti, Coordinator for the Board for the Spanish Apostolate, Diocese of Rockville Center. Sister Goretti works with Puerto Rican and other Spanish-origin persons throughout Long Island.

Sister Mary Fritz, Coordinator of Pronto, a Catholic-sponsored storefront agency located in the heart of the Puerto Rican area in Brentwood.

Phillip Berrero, Jr., Director of Brentwood Recreation Center, Staff Member of the Suffolk Commission on Human Rights.

Carol Budi, Director of Brentwood Neighborhood Opportunity Center, the local poverty organization.

From their comments we learned much about conditions in Long Island, problems of families, the poverty program, aspirations and problems of youth.

According to Sister Maria Goretti, "The older, settled Puerto Ricans live in Brentwood. There they are more middle class. Puerto Ricans throughout Long Island are generally in the lower economic levels. Many carry two jobs just to make ends meet. Many are unemployed".

According to Carol Badi, Director of the Brentwood Poverty Corporation, the low incomes in part are due to the fact that most jobs available to Puerto Ricans are low-paying. These low-paying jobs have come into being around Brentwood in recent years, as manufacturers have come out into the island looking for inexpensive labor. Entermann's Bakery and Hills Storage were two companies which she said pay higher wages. These are organized into unions. Whether the other low-paying shops are unionized or not was not investigated.

Needed is more government manpower training, according to Sister Goretti, which would include programs in teaching English, counselling and placement.

But, according to the corporation executive, because of downward economic trends there has been a sharp decline in the business participation in government manpower training programs.

Effects on Youth

What have been the effects of poor employment opportunities on Long Island Puerto Rican youth? Some Puerto Ricans according to Phillip Berrero, Jr., move to the city. Mr. Berrero, a Puerto Rican who is Director of the Brentwood Recreation Center, which attracts many Puerto Rican youth throughout the island (it is one of the few centers on the island which has such a large number of Puerto Rican youth at its affairs), says that many of the youths are disheartened. Some consider going back to school, while others just drift and remain idle.

The youth Mr. Berrero speaks of are youth outside of school. He estimates there are as many young Puerto Ricans - between the ages of 17 and 21 - outside school as in school. Their idleness is aggravated by their confusion about their self-image as Puerto Ricans.

Sister Goretti would identify these youth as among the drop-outs the public schools are not prepared to handle; the youths classified by the schools as Non-English-speaking. "The schools are not ready to handle these youths. There are a few special programs for them. They are mixed in with English-speaking pupils, and, because of their language difficulty, put in lower grades. There they are taller, and are often subject to ridicule by other students."

"Education of these pupils," according to Sister Goretti, "should be geared at their own level. There should be special programs where they should receive instruction in English as a second language." There is such a program in Rockville Center for about 50 NE's in a school, where the pupils receive ESL instruction and remediation.

She also mentioned that some volunteers in Catholic Churches in Hempstead and Long Beach, as well as high school students and other volunteers, tutor NE's. They tutor after school in Maria Regina H.S. in Uniondale, and Sacred Heart H.S. in Hempstead. But these programs, she stated, are a drop in the bucket compared to the need.

Women and Families

Sister Mary Fritz, Director of Pronto, which is a storefront social service agency of St. Ann's Parish, highlighted the problems faced by Puerto Rican women. Located on Wicks Avenue, the store is used as the

center of activities for different groups. Second-hand clothes are sold, and it is also an office where people with different social needs may ask for help.

According to Sister Fritz, many young Puerto Rican women come to her for legal aid in cases of desertion.

The array of help sought in different areas is seen in the breakdown below of 214 cases in Pronto.

PRONTO SERVICES

<u>No.</u>	<u>%</u>	
29	14	Housing
25	12	Employment
22	10	Medical
18	8	Financial
34	16	Social Service (ie. Welfare)
26	12	Family Counselling (Referred to other Catholic Divisions)
27	13	Legal Aid
15	7	Clothing
<u>18</u>	<u>8</u>	Others
214	100%	

Transportation is a huge problem for the poor in Brentwood since many have no cars. Poor people, Sister Fritz stated, have difficulty getting to health clinics, schools, social services, and churches. (She guessed that two-thirds of Puerto Rican were Catholics, the rest Pentacostal. Most do not attend church; "they are too Americanized".)

Women have problems of being isolated. Unlike New York, there are few Spanish-speaking cultural activities. Mr. Berrero mentioned, for

example that up until two years ago, the Brentwood Recreation Center had had Spanish nights of Latin dancing, but he was ordered to stop them.

The ethnicity of 234 of Sister Fritz's cases is illuminating:

	<u>No.</u>	<u>%</u>
Puerto Rican	132	56
Other Latin	12	5
Black	23	10
White	67	29
Italian	(20)	(8)
Irish American	(35)	(15)
German	(9)	(4)
Polish	<u>(3)</u>	<u>(1)</u>
Total	234	100

The relatively high percentage of Whites reflects the high numbers of Italians, Irish and German in the Brentwood area. Many are Catholics, subsisting on low income levels derived from blue collar jobs or welfare.

Poverty Corporation

The poverty corporation in Brentwood is called the Brentwood Neighborhood Opportunity Center. (BNOC)

BNOC's area is similar to that of the Brentwood school district, with the addition of a small section of Edgewood. The Brentwood school district is larger than Brentwood itself.

In 1969, BNOC estimated that this area was made up of 10,152 families, numbering 46,000 persons. All of BNOC's data is considered "rough" estimation, based on an examination.

1807 families - approximately 18% of the families were classified as

being below the poverty level of less than \$3000. This percentage is somewhat near the Regis Park study showing 14% of families below the poverty level.

Their ethnicity figures showed:

	<u>No.</u>	<u>% of Total Minorities</u>
Puerto Rican	6097	53%
Other Latin Americans	200+	2
Dominicans	<u>855</u>	<u>11</u>
Total Latins	<u>7152</u>	<u>66</u>
Blacks	<u>3697</u>	<u>34</u>
Total	10,846	100

The ethnic figures appear to be fairly accurate and correspond to the school figures for September 1969, which show: Spanish-surname, 70% Blacks, 30%. (2446 SSA's; 1028 Blacks)

The elected ENOC governing board, however, does not reflect the population minority ethnicity, as seen by the following board breakdown:

Blacks - 8
 Latins - 5 (4 Puerto Ricans, 1 Dominican)
 Whites - 6

 Total - 19

The ENOC Board was elected in August 1970, with 482 persons voting, some 3% of the total estimated 15,000 eligible voters.

Of the four officers of the Board, one, the treasurer, is a Puerto Rican; the chairman, vice chairman, and secretary are Black.

On the ENOC staff are: Director, Carol Budi, White; the Assistant Director, a secretary and Neighborhood Assistant are Puerto Rican, one

staff assistant is Cuban, and one neighborhood assistant and the custodian are Black.

However, in terms of persons served by BNOC, the breakdown of individuals served does reflect Brentwood's minority population. two Latins to every Black. This is seen in the ethnic groups served, shown in the table below for a three month period ending December, 1970: Latins served: 52%; Blacks: 24%.

POPULATION SERVED BY BNOC

	<u>No.</u>	<u>\$</u>
Puerto Rican	593	47.1
Mexican American	5	0.4
Dominican	53	4.2
American Indian	1	0.0 (below 1/10 of 1%)
Indonesian	7	0.6
Blacks	305	24.0
Other Caucasian	<u>301</u>	<u>23.7</u>
Total	1270	100.0

The types of services offered were:

	<u>No.</u>	<u>\$</u>
Manpower	105	13.5
Education	190	24.5
Housing	77	9.9
Health	201	25.9
Community Service	119	15.3
Jobs	<u>84</u>	<u>10.8</u>
Total	776	100.0*

*Figures do not add up to 100.0% exactly, due to rounding of percentages.

Both the program and its staff, were regarded highly by all Puerto Ricans with whom it was discussed.

In education, ENOC concentrates on providing 24 hours of ESL classes, which "are filled to overflowing". This condition is expressed in the statement that "we must provide more of the same or see that some institution of higher learning provides this vital education to our people," (The Development of the Community of Brentwood, ENOC 1971 Program).

ENOC does a little college counselling, and has given some persons the High School Equivalency examination in Spanish. Carol Budi said there was much more counselling needed for Puerto Rican youth, but ENOC was not equipped to handle it - nor were they planning to expand in this direction.

Poverty funds, especially for the Community Action programs, are expected to be cut, according to Miss Budi. This will necessitate trying to get special government and foundation grants.

Sports Groups

Since 1967, a number of Puerto Ricans in Brentwood have been active in the development of softball leagues for children and for youth. There are two leagues, consisting mostly of Puerto Ricans.

A. Bay Brent League: Harry Gonzalez is President, Lou Melendez is Vice-President. The league consists of 8 teams of 20 youths between the ages of 17 and 30. These teams are sponsored by various stores (Irv's Luncheonette, Canes Liquor, Stringer's Liquor Store, Latin American Youth Club, Hector's Barber Shop) which donate part of the money for uniforms.

The other money is collected through fund-raising affairs and efforts.

B. Little League - Gus Rodriguez, Coordinator. It consists of 14 teams - 15 youths to each team. There are two groups, based on age, within the Little League; one group for ages 8 to 10; the other for 10 to 13.

Youth

The three community men spoken to, Cardona, Yundi and Rodriguez, felt a deep need for an ASPIRA because of the general social problems faced by Puerto Rican young people, in and outside the schools.

While the problems of school youth have been discussed in detail, a special point should be made about those outside school. In terms of numbers, there are many hundreds in Brentwood alone, and others in the rest of Long Island. An estimate in Brentwood was that there were as many drop outs, youth that were unemployed, underemployed, or in dead-end jobs as there were youths inside the schools. Thus, it might be estimated that approximately 2000 youths in Long Island not in school might use the services of an ASPIRA.

ASPIRA ON LONG ISLAND

Up to now this study has been concerned with documenting the need for an ASPIRA on Long Island. Once this is done it provides a rationale for organizing such an effort. Below are summarized the major facts which we feel demonstrate the need for a program which would specifically focus in on the problems of the Puerto Rican community on Long Island. This, of course, does not suggest that other sectors of the poverty community (Black, Brown, or White) cannot take advantage of such a program. It is only to say that, based on past experiences in a number of other cities, ASPIRA has something concrete and tangible to offer to Puerto Rican youth. A major aspect of this naturally, is the issue of bilingualism. But basic services such as educational counseling and cultural enrichment are services which all youth can benefit from. And ASPIRA's services are always open to all youth in the poverty community.

A. RATIONALE

Numerically, the number of Puerto Rican youth in the schools - an estimated 7400 of total of 9100 pupils of Latin origin - number more than found in such cities as Philadelphia and Newark, where ASPIRA affiliates have been set up.

The total number of youth who might come directly under some ASPIRA program, would be the 1700 high school and 1900 junior high school Spanish-origin pupils on Long Island, (81% of whom can be estimated to be Puerto Ricans, based on a substantial ethnic sample taken in Brentwood).

In addition to this total of 3600, there are an estimated 3600 youths

not in school who could use ASPIRA help. Many are high school dropouts; others have had some college but have dropped out.

Given the rapid population growth on Long Island, the number of these Puerto Rican and other Spanish youth may be expected to triple in the next 10 years.

Social Problems

The social problems faced by Long Island Puerto Rican youth are vast.

- One of every three comes from a family on welfare.
- Seven of every ten are from families living at a subsistence or semi-subsistence level, having incomes below the federal budget describing minimal living needs in the New York area.

It is these low incomes which exert strong pressure on the Puerto Rican youth to leave school. When they do, they find themselves unprepared for the world of work, and end up either unemployed, underemployed or in dead-end jobs. Recent sharp downturns in the economy have hit Long Island hard, and the Puerto Rican youth are "the last hired, the first fired." They face discrimination not only in jobs, but by the police and legal authorities.

Educational Programs

The schools do not provide an adequate education for most Puerto Ricans. This is seen in research conducted in Brentwood, which showed the following relation to Puerto Rican and other Latin students:

- 75% below grade level in reading in elementary school;
- 50% below minimum competency in reading in junior high school, and an additional 27% barely above competency;

- 78% of senior high school students having low academic averages.
- A 16% high school drop out rate in one year.
- Over half the Puerto Rican students having problems of self-identification; many ashamed of their origins and their parents' language.
- Two-thirds of the Puerto Rican and other Latin parents do not speak English.
- A critical lack of Spanish-speaking guidance counselors to relate to the students and their parents. Not one in the high school, none in three of the four junior high schools.
- Completely inadequate educational provisions for the non-English-speaking students in high schools and junior high schools; and one limited program in the elementary schools, which teaches English as a second language.
- No program in any of the schools to provide adequate study of the history and culture of the Puerto Rican and Latin peoples.
- A lack of programs to teach English as a Second Language to parents.
- Only 1.6% of professionals in the schools are Spanish-surname Americans compared to the fact that SSA students comprise 11.5% of the population.

The above educational problems exist for Puerto Rican youth throughout Long Island. Inadequate attention is being paid to special needs of these youth in school and those outside school.

It is to help solve their special problems, which are largely unique to these students, that an ASPIRA is needed.

B. NOTES ON ORGANIZATION AND FUNDING

A Long Island ASPIRA

A Long Island ASPIRA would more than provide a sufficient number of students to set up an ASPIRA center. As noted previously, there are three major areas.

SPANISH SURNAME PUPILS 1969-1970

	<u>HS</u>	<u>JHS</u>	<u>TOTAL (including elementary)</u>	<u>TOTAL % of all L.I.</u>
Brentwood plus 8 surrounding districts	750	630	3885	43
Patchogue plus 3 districts	189	234	1072	12
Hempstead plus 8 districts	<u>134</u>	<u>192</u>	<u>1227</u>	<u>13</u>
Total	1073	1056	6184	68

The problems of geographical disparity among these districts is complicated by a poor mass transportation system. Therefore, consideration would have to be given to bringing ASPIRA staff to various parts of the Island and/or providing means of transportation for the students to some central location.

A Long Island ASPIRA could also provide greater pool of Puerto Ricans from which to select a stronger governing board and a stronger Board of Directors. This, in turn, would result in a much greater involvement of the local community in establishing a more permanent ASPIRA organization.

Puerto Ricans, representing only 1% of Long Island's population, and coming from mainly the lower income groups, have little economic or political power. In Long Island they hold no important elected positions in any Congressional or State Legislative ranks; have no representation on the governing bodies of the two counties, Nassau or Suffolk; or any of the 13 townships, or the 93 villages. They have little influence on any of the 127 school boards, except in Brentwood, which has one Puerto Rican member.

It is only around the Brentwood area, where Puerto Ricans make up 10% of the population, that Puerto Ricans have begun to be represented. A few Puerto Ricans are among the $\frac{1}{4}$ local Brentwood Republican groups, although the Democrats win most of the Puerto Rican votes. Puerto Rican also hold some minor administrative positions in the Town of Islip, of which Brentwood is a part. Also Puerto Ricans do have some posts on human rights bodies in Suffolk and the Town of Islip.

It is in the poverty organizations where Puerto Ricans have a little more power and greater representation on the staffs. In the business world, there are not many Puerto Ricans who could be considered big businessmen. Puerto Rican business efforts are concentrated in small establishments, groceries and such.

In the religious sphere, a leading Puerto Rican on the island is Sister Goretti, who works with Spanish-origin people throughout the island. This is a reflection of the increasing concern that religious

organizations have been expressing towards the problems of Puerto Ricans, and Latin Americans.

There are also a number of Puerto Rican professionals, who, although they hold no important positions themselves, do have contact with persons in power. These include professionals in the schools, social agencies, township and government bodies.

Given the above picture, what are the possible sources to be tapped and the methods of approaching them:

1. As much money as possible should be collected among Puerto Rican groups and individuals, not only in Brentwood, but throughout Long Island. This, it would seem, suggests the need for an ASPIRA board of people drawn from all of Long Island, especially the districts around Hempstead, and those around Patchogue, in addition to those around the Puerto Rican core area of Brentwood.
2. Friends of ASPIRA people, not Puerto Ricans, should be involved personally in obtaining funds for ASPIRA.
3. Political sources: attempts should be made to find those political personages on Long Island who might be helpful in getting government grants at the federal, state, and county levels.
4. Religious bodies: attempts should be made to reach both Christian and Jewish congregations, as possible funding sources.
5. Long Island is a vast business area, one of the largest in the nation. There are many commercial and financial institutions. These are very clearly sources which should be tapped.

Appendix A
LONG ISLAND, N.Y.
Spanish Surnamed Pupils - 1969-1970
By School Districts

Totals
(Includes all levels)

<u>SUFFOLK</u>	<u>Total</u>		<u>Total</u>
Central Islip	547	Nastic Beach	42
1 JHS - 81, 1 HS - 87		1 HS - 22	
Brentwood	2446	Center Moriches	0
4 JHS - 430, 1 HS - 445		East Moriches	8
Amityville	17	East Hampton	4
1 JHS - 5, HS - 6		1 HS - 4	
Babylon	44	Weinscott	0
1 Jr Sr HS - 19		Amagansett	6
Copliague	30	Spring Common	0
1 JHS - 15, 1 HS - 15		Sag Harbor	7
Deer Park	123	1 HS - 7	
1 JHS - 17, 1 HS - 16		Mortauk Common	0
Lindenhurst	250	Ilwaco	30
1 JHS - 100, 1 HS - 95		1 JHS - 5, 1 HS - 10	
Three Village Central	87	Cold Spring Harbor	16
2 JHS - 14, 1 HS - 3		1 HS - 13	
West Babylon	51	Huntington	256
1 JHS - 14, 1 HS - 95		3 JHS - 17, 1 HS - 122	
Wyandanch	60	Northport	74
1 Jr Sr - 25		3 JHS - 15, 1 HS 0	
Bellport	180	Half Hollow Hills	30
1 JHS - 33, 1 HS - 52		2 JHS - 10, 1 HS 0	
Sechem	217	Harborfields Cent.	16
2 JHS - 30, 1 HS - 44		1 JHS - 3, 1 HS 0	
Port Jefferson	31	Commack	38
1 JHS - 6, 1 HS - 10		2 JHS - 12, 2 HS - 14	
Mount Sinai	11	South Huntington	42
Miller Place	49	2 JHS - 8, 1 HS - 4	
Rocky Point	0	Bay Shore	126
Shoreham	1	1 JHS - 22, 1 HS - 30	
Mid Country Central	34	Islip	40
2 JHS - 143, 1 HS - 33		1 JHS - 6, 1 HS - 16	
Mid Island Central	34	East Islip	56
1 HS - 0		1 JHS - 3, 1 HS - 3	
South Manor	0	Sayville	29
North Babylon	102	1 JHS - 6, 1 HS - 9	
2 JHS - 12, 1 HS - 20		Bayport	43
North Shore	40	1 HS - 11	
2 JHS - 5, 1 HS - 20		Haupepage	64
Port Jefferson Station	33	1 JHS - 21, 1 HS - 18	
1 Jr Sr - 0		Connetquot	86
Patchogue	371	2 JHS - 6, 1 Jr Sr - 0	
1 JHS - 81, 1 HS - 60		West Islip	107
South Haven	2	2 JHS - 35, 1 HS - 24	

<u>SUFFOLK Contd.</u>	<u>Total</u>
Ocean Beach	0
Wading River	0
Riverhead Cent.	23
1 JHS - 3, 1 HS - 10	
Shelter Island	0
Smithtown Cent.	59
3 JHS - 4, 1 HS - 4	
Kings Park Cent.	46
1 JHS - 5, 1 HS - 9	
Rensselaer	0
Westhampton	12
1 JHS - 1, 1 Jr Sr	
Quogue	9
Hampton Bays	0
Southampton	3
1 HS - 3	
Bridgehampton	0
Sagaponack	0
Eastport	3
Tuckahoe	1
East Quogue	3
Oysterponds	0
Fisher's Island	0
Southold	2
Peconic	0
Cutchogue	0
Mattituck	5
Greenport	8
Laurel Com.	1
New Suffolk	1

Total Spanish Surname Pupils
In Suffolk:

High School	1198
Combined Junior	
& High School	103
Junior High	1178
<u>SUBTOTAL</u>	<u>(2479)</u>
Elementary	3773
<u>TOTAL</u>	<u>6252</u>

LONG ISLAND, N.Y.
Spanish Surnamed Pupils - 1969-1970
By School Districts
(Totals includes all levels)

<u>NASSAU</u>	Total		Total
North Bellmore	0	Oyster Bay	23
North Merrick	0	Plainview Central	7
Oceanside	65	1 JHS - 2, 1 HS - 1	
1 JHS - 6		Flainedge	18
Rockville Center	84	1 JHS - 1	
1 JHS - 12, 1 HS - 17		Port Washington	71
Roosevelt	76	2 JHS - 27	
1 Jr Sr - 15		Roslyn	8
Seaford	23	Syosset	19
1 JHS - 4		1 JHS - 15	
Sewanhaka	91	Baldwin	22
1 JHS - 23, 1 HS - 24		Central HS District	42
4 Jr Sr - 44		4 JHS - 25, 3 HS - 17	
Uniondale	60	East Meadow	156
2 JHS - 19		1 JHS - 26, 1 HS - 21	
Valley Stream	0	East Rockaway	8
Valley Stream Hemp 13	8	East Williston	21
Valley Stream Hemp 24	24	1 JHS - 2	
Valley Stream Hemp 30	7	Elmont	37
Wantagh	1	Floral Park	2
Westbury	31	Franklin Square	12
West Hempstead	19	Freeport	136
1 JHS - 1, 1 HS - 14		Garden City	8
Bethpage	19	1 JHS - 5	
1 HS - 3		Glen Cove	327
Carle Place	100	1 JHS - 117, 1 HS - 80	
1 Jr Sr - 72		Hempstead	159
Farmingdale	74	1 HS - 38	
2 JHS - 29, 1 HS - 7		Hewlett-Woodmere	22
Great Neck	73	2 JHS - 3, 1 HS - 3	
2 JHS - 3, 2 HS - 17		Island Park	117
Herricks	26	1 JHS - 17	
2 JHS - 3, 1 HS - 12		Island Trees	101
Hicksville	134	1 JHS - 38, 1 HS - 11	
1 JHS - 19, 1 HS - 55		Lawrence	25
Jericho	9	1 HS - 2	
1 JHS - 5, 1 HS - 2		Levittown	174
Locust Valley	18	2 JHS - 16, 1 HS - 3	
1 HS - 5		Long Beach	186
Massapequa	30	1 JHS - 53	
1 JHS - 6, 2 HS - 10		Lynbrook	40
Manhasset	1	2 JHS - 11, 1 HS - 6	
1 HS - 1		Malverne	15
Mineola	131	1 HS - 13	
1 JHS - 53, 1 HS - 3		Merrick	0
New Hyde Park	23	Bellmore	8

NASSAU Conti.

Total Spanish Surname

Pupils in Nassau

High Schools	363
Combined Junior & High Schools	223
Junior High Schools	577
<u>SUBTOTAL</u>	1163
Elementary	1718
<u>TOTAL</u>	2881

Appendix B

ANSWERS TO A QUESTIONNAIRE ON 93 SPANISH-SURNAMED STUDENTS
IN ONE BREWSTER JUNIOR HIGH SCHOOL - SEPTEMBER, 1969

	Yes		No		Undecided	
1. I plan to work and not attend college	24	26%	66	71%	3	3%
2. My parents encourage me to attend college after high school	77	72%	19	20%	2	2%
3. I am sometimes undecided on whether to attend a college or obtain employment	42	45%	50	54%	1	1%
4. I would like more information about college	78	84%	13	14%	2	2%
5. I would like to meet with my guidance counselor to discuss college and the world of work	58	62%	29	31%	6	6%
6. My school subject will help prepare me for college and employment	80	86%	8	9%	5	5%
7. I would like information on the work-study programs available in high school	69	74%	16	17%	8	8%